

Utah Special Education Program Improvement Planning Process

USOE

Executive Summary of Self-Assessment Report

After completing the self-assessment, please summarize the findings for each of the five program areas. Star (*) those areas of needed improvement that will be program improvement goals for the LEA.

I. General Supervision

A. Areas of Positive Results

- a. Training of data collection team facilitated a positive interaction with teachers and the team members to review files in a non-threatening manner. Both team members and the teachers being reviewed learned a great deal in the monitoring process and the content of the files.
- b. A process for regular file monitoring was established in order to keep a handle on the condition of district files.
- c. The District Staff Development Team was strengthened and became more aware of in-service needs.
- d. Several teachers are working on enhancing their skills and effectiveness in the classroom by seeking higher degrees and more certification. Many are seeking ESL endorsements, severe endorsements, reading endorsements, and master's degrees.

B. Areas of Needed Improvement (include in Program Improvement Plan)

- a. There is a need for better training of paraprofessionals. The district has developed a Paraprofessional Handbook, which is given to every paraprofessional. The special education teacher in the school provides the majority of the training opportunities. Many times the training is not sufficient for the paraprofessionals to feel adequate with their assignments.
- b. There is a need for training on the new IDEA 2004 requirements district-wide.

C. Areas of Non-Compliance (include in Corrective Action Plan)

- a. Three teachers on LOA.

II. Parent Involvement

A. Areas of Positive Results

- a. Parents are generally pleased with the special education services being provided for their students. They are informed about IEP meetings well in advance and take an active role as a member of the IEP team. They are receiving regular progress reports from the schools. They are pleased with the level of service being provided by the regular classroom teacher, special education teacher, and related service providers.
- b. The results of the surveys with students, general education teachers, special education teachers, related service providers, and school administrators yielded similar results with

reference to parental involvement. The similarities included: parental involvement is very important on every level of participation; parents should receive frequent progress reports, receive adequate prior notice before meetings, be actively involved in meetings, and be informed of any unusual activity concerning behavior, academics, social issues, etc. Parents took an active role in the UPIPS Steering Committee. They helped with surveys, coordinated with school personnel to meet with sub-committees, helped to score the surveys, compiled data, and voiced concern if they felt they were not being included in the decision-making process.

B. Areas of Needed Improvement (include in Program Improvement Plan)

- a. Some parents feel overwhelmed at IEP meetings with so many professionals sitting around the table and are hesitant to voice their opinion or concerns.
- b. Some parents are not satisfied with the level and extent of service being provided.
- c. More training for parents is needed.

C. Areas of Non-Compliance (include in Corrective Action Plan)

- a. None.

III. Free Appropriate Public Education in the Least Restrictive Environment

A. Areas of Positive Results

- a. IEPs are developed with the team focusing on students with disabilities having access to the general curriculum and the goals being developed relating to the state core curriculum. Appropriate placement and daily schedules for the students are directed toward individual student achievement and progress toward the annual goals on the IEP.
- b. The large majority of students with disabilities are attending their neighborhood school and participating in all school related activities of their choice.

B. Areas of Needed Improvement (include in Program Improvement Plan)

- a. More training is needed to help teachers become proficient with evaluation tools used in assessment.

C. Areas of Non-compliance (include in Corrective Action Plan)

- a. IEP Timelines exceeded in 45% of reviewed files.

IV. Transitions

A. Areas of Positive Results

- a. Age 3-5 programs are being provided through the district preschool programs.
- b. The preschool actively coordinates with the EI and Head Start programs.
- c. Our district has a transition facilitator who attends IEP meetings when requested for transition goal development.
- d. High school special education teachers provide job-sampling activities for students.

B. Areas of Needed Improvement (include in Program Improvement Plan)

- a. Older students need more training in self-determination and self-advocacy.
- b. Students and parents need more training and a better understanding about services and helping agencies for adult-based programs.

C. Areas of Non-compliance (include in Corrective Action Plan)

- a. None.

V. Disproportionality

A. Areas of Positive Results

- a. When compared to local population and state average data, students in the USOE School District are classified following both state and district policy, resulting in average numbers of classifications by disability categories and ethnicity.

B. Areas of Needed Improvement (include in Program Improvement Plan)

- a. None.

C. Areas of Non-compliance (include in Corrective Action Plan)

- a. None.